

**ESOL International**

**English Speaking Examination**

**Level B1 Intermediate**

**Instructions to interlocutor**

Add the learner's name to the attendance register.

Check the learner has an Entry form and take it from them.

Start the recording – do not stop the recording until the end of the examination.

Complete the examination sheet as the learner responds to the prompts.

**The learner must not see this paper**

**Interlocutor:**

**My name is..... and this is the NOCN Speaking Examination at Intermediate Level B1. Today is ..... (date).**

**The learner's name is ..... Please state your name for the recording .....  
(learner speaks name).**

**This is Part 1 of the Speaking Examination. (Approximately 1.5 minutes).**

**I am now going to ask you some questions. Please reply in full sentences.**

1. What is the weather like today?
2. Tell me three things you do with your friends.
3. Where did you go last weekend?
4. Please describe three people in your family.
5. What will you do this evening?

**Additional prompts allowed:**

*In Part 1, the interlocutor may ask additional questions to probe or clarify e.g. to extend the learner's answer if they have just given very short answers or to check that they have understood what the learner has said. The questions may be rephrased slightly to ensure that in questions where there are two parts, the learner responds fully.*

*The interlocutor may also give an example if it is clear that the learner is struggling to think of ideas. For example, in question 4, the interlocutor may prompt the learner by asking who the people are and what they are like. Interlocutors should be aiming to guide the learner towards language structures expected at this level.*

**Thank the learner.**

**This is Part 2 of the Speaking Examination. (Approximately 3 minutes)**

*The interlocutor chooses **two situations** per learner, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

**Please listen carefully and tell me what you would say in these situations:**

(Interlocutor may repeat or rephrase the question, if necessary).

**Situation 1:** You are going to meet your friend for a coffee. Leave a voicemail for your friend to tell them where and when you will meet them. What would you say?

**Situation 2:** You have left something in the changing rooms at the swimming pool. Call the swimming pool to describe the item and say where you left it. What would you say?

**Situation 3:** You want to go to a concert. Call the ticket office to buy the tickets, giving details of which concert it is and how many tickets you need. What would you say?

**Situation 4:** You are going to be late home. Call a family member to explain why you are going to be late and say when you think you will be home. What would you say?

**Additional prompts allowed:**

*The learner is expected to respond in a minimum of **three sentences** to each situation, including at least one compound sentence. The interlocutor may ask supplementary questions to gain a sufficiently detailed response.*

**Situation 1:** The learner could be asked about a place they would go to for coffee and what time they want to meet their friend.

**Situation 2:** If the learner is struggling to think of ideas, they may be prompted by asking them simple questions about what the item is and where they left it.

**Situation 3:** The learner may be prompted to explain which concert they want to see and how many tickets they want.

**Situation 4:** The learner could be prompted to talk about the reason they will be late and to give a time they will get home.

**Thank the learner.**

**This is Part 3 of the Speaking Examination. (Approximately 4.5 minutes)**

*The interlocutor chooses **one scenario** per learner, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

**Interlocutor: You will now take part in a conversation.**

**You will have two minutes to prepare the conversation. You may make notes.**

**Scenario 1:** You would like to go out, but a family member thinks it is a bad idea because of the weather. Explain where and why you want to go and persuade them that the weather is not important. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the family member.

**Scenario 2:** Your friend has invited you to go to a restaurant with them, but you don't like the food there. Persuade them to go to your favourite restaurant instead and explain why you prefer it there. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

**Scenario 3:** You have seen an advert for a weekend job in a shop. You call the owner to apply for the job. Explain what skills and experience you have and persuade them that you would be a good person to employ. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the shop owner.

**Scenario 4:** You are planning to have a party at your house on Saturday, but you think it may disturb your neighbour. You decide to speak to them. Explain why you are having the party and persuade them to come. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your neighbour.

**Additional prompts allowed:**

*There should be a minimum of **five exchanges** to ensure that the learner has considered a number of options and put across sufficient arguments. If the learner does not understand a word or phrase, the interlocutor may explain the concept. Other ideas that the interlocutor may use for each scenario include:*

**Scenario 1:**

*I think you should stay at home today.  
It's not a good idea because it's raining.  
Why do you want to go out?*

**Scenario 2:**

*I really like the food at that restaurant.  
Why don't you want to go there?  
Where do you think we should go to eat?*

**Scenario 3:**

*Why are you interested in this job?  
Tell me about your skills and experience.  
What times are you available for work?*

**Scenario 4:**

*What time will the party start and finish?  
Please don't make too much noise.  
I will try to come for an hour or two.*

**Thank the learner.**

**End of Examination.**

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**Level B1 Intermediate**

**Instructions to interlocutor**

Please give the learner the correct sheets for the situations and scenarios being used in the examination for Part Two and Part Three.

The learner must complete two situations for Part Two and one scenario for Part Three.

**Do not allow the learner to take the prompt sheet from the room.**

**Do not allow the learner to see the additional prompt sheets for the situations or scenarios not being used.**

**Part Two - Situation 1**

**You are going to meet your friend for a coffee. Leave a voicemail for your friend to tell them where and when you will meet them.**

**What would you say?**



## **Part Two - Situation 2**

**You have left something in the changing rooms at the swimming pool. Call the swimming pool to describe the item and say where you left it.**

**What would you say?**

**Part Two - Situation 3**

**You want to go to a concert. Call the ticket office to buy the tickets, giving details of which concert it is and how many tickets you need.**

**What would you say?**

**Part Two - Situation 4**

**You are going to be late home. Call a family member to explain why you are going to be late and say when you think you will be home.**

**What would you say?**

### **Part Three - Scenario 1**

**You would like to go out, but a family member thinks it is a bad idea because of the weather. Explain where and why you want to go and persuade them that the weather is not important.**

**You will have two minutes to prepare your arguments. You may make notes. I will play the role of the family member.**

### **Part Three - Scenario 2**

**Your friend has invited you to go to a restaurant with them, but you don't like the food there. Persuade them to go to your favourite restaurant instead and explain why you prefer it there.**

**You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.**

### **Part Three - Scenario 3**

**You have seen an advert for a weekend job in a shop. You call the owner to apply for the job. Explain what skills and experience you have and persuade them that you would be a good person to employ.**

**You will have two minutes to prepare your arguments. You may make notes. I will play the role of the shop owner.**

### **Part Three - Scenario 4**

**You are planning to have a party at your house on Saturday, but you think it may disturb your neighbour. You decide to speak to them. Explain why you are having the party and persuade them to come.**

**You will have two minutes to prepare your arguments. You may make notes. I will play the role of your neighbour.**



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